

Hareclive E-ACT Academy

Moxham Drive, Hartcliffe, Bristol, Bristol BS13 0HP

Inspection dates

3 to 4 July 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Since the multi-academy trust (MAT) took over the school in 2016, stringent systems and processes have ensured pupils' progress has improved.
- Trustees appointed the headteacher in September 2017. She has been steadfast in her determination to secure a safe environment that is conducive to learning.
- The headteacher has worked relentlessly to ensure that parents and carers value the education of their children and help them to make better progress in school.
- Teachers are well trained and provide pupils with consistently strong learning experiences, especially in English and mathematics.
- Leaders spend pupil premium funding wisely and, as a result, disadvantaged pupils are making at least the same progress as other pupils nationally in the end of key stage 2 tests.
- Leaders and staff work vigilantly and successfully to safeguard the many vulnerable children in the catchment.
- Pupils, including disadvantaged pupils, attend school regularly and are keen to engage in their learning. Leaders challenge any non-attendance diligently.
- Pupils with special educational needs and/or disabilities (SEND) make strong progress from their starting points because teachers understand their needs and plan for them.
- Pupils are aware of the fundamental British values from a young age. They understand the importance of respect and tolerance and exhibit these features in their daily routines.
- Pupils behave well throughout the day. For the pupils who have complex needs that make their behaviour more erratic, there are skilful adults to support them in their learning.
- Children in Reception are making excellent progress, especially in their social and emotional development, so that they are ready to learn in Year 1.
- The curriculum is broad. However, because of pupils' low starting points, there has been a greater focus on English and mathematics.
- There are very few pupils who enter school with a high level of ability. However, teachers are successfully helping these pupils, and others, to develop work of a higher standard.

Full report

What does the school need to do to improve further?

- Leaders must ensure that:
 - the wider curriculum is developed further so that pupils maximise their learning in all subjects
 - the focus on the most able, including those who are disadvantaged, continues so that teaching maintains the challenge to deepen thinking, helps pupils write more extensively and continues to promote exacting problem-solving in mathematics.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher is unwavering in her high expectations. She has established a leadership team and staff who are wholeheartedly following her vision to create a centre of excellence within the community.
- Leaders of the MAT have supported school leaders fully with their plans, and this has led to the exceptional progress of pupils in their basic skills.
- Leaders developed a new behaviour system as there had been repeatedly poor behaviour and there were too many fixed-term exclusions. The consistent application of the new policy has transformed pupils' attitudes. Most pupils behave impeccably.
- There is a high proportion of disadvantaged pupils in the school. Because of the careful use of pupil premium funding, disadvantaged pupils are making strong progress in every phase.
- There is a very high proportion of pupils with SEND in the school. The experienced and dedicated SEND coordinator has ensured that teachers meet pupils' different needs. As a result, pupils with SEND make very good progress. Pupils with complex emotional needs attend specialist provision within the school, where they feel safe and can develop their learning highly effectively with skilful adults.
- Teachers receive high-quality professional training from the MAT, which enables them to become very skilful practitioners. Teachers have many leadership opportunities, with appropriate training, which adds to the capacity for improvement in the school.
- Fundamental British values underpin the work of the school. Pupils live and breathe tolerance and mutual respect daily. There are many opportunities for pupils to vote and understand democratic processes within school life.
- The curriculum is broad and pupils' learning in the foundation subjects is done in innovative ways, such as through making videos and in whole-class projects. Key stage 2 pupils learn about the roots of world civilisation. This was evident when a Year 5 pupil eloquently explained that ancient Greece was the first democratic empire, when asked about her understanding of British values. However, because of the weak skills that many pupils have on entry to school, there has been an understandable focus on English and mathematics. Leaders continue to review the balance to ensure pupils maximise their learning in every subject, as well as through the spiritual, moral, social and cultural curriculum.
- Leaders use the sports premium highly effectively. Teachers receive very successful training from external coaches to improve their understanding of physical education and its impact on improving mental health. Leaders see this as a vital element within the school. The number of pupils engaged in sporting activities in key stage 1 has risen from none to over 30. Pupils' team-building exercises add further to the harmony of the school community.
- Pupils receive a highly effective personal, social, health and economic education through assemblies and the wider curriculum. At an age-appropriate level, pupils learn about the dangers of sexual exploitation, county lines and extremism. They

understand safety principles and how to protect themselves when involved in online games.

- Leaders have made community engagement a priority. They have worked tirelessly to secure parents' trust in the school. Academy ambassadors, from the parent population, provide a link between school and parents. They meet regularly with the headteacher, with innovative ideas for further engagement. Parents value this enormously and find the school a haven for themselves, as well as their children.
- Pupils gain a valuable asset within their education, and that is an excellent ability to master the basic skills and understand world heritage and its cultures. This provides them with a common foundation that sets them up for life, regardless of their backgrounds.

Governance of the school

- Trustees at every level support and challenge school leaders to provide excellence within learning. Demanding and effective processes for the accountability of staff have led to the formation of a highly skilled team that is taking the school forward in an outstanding way.
- Without the MAT, the school would not have the resources for individual support that have made the experiences of pupils, staff and community so exceptional.
- The trust's internal checks and external moderation secure consistency in teaching which supports constant improvement in pupils' progress.
- There is clear oversight of the funding for disadvantaged pupils and those pupils with SEND. This has enabled these pupils to do as well as their peers nationally. Equally, very effective use of sports premium benefits pupils immensely in their physical and emotional development.
- Year 6 pupils hold positions as associate governors. They share what pupils need and want, regularly and intuitively, with leaders. They are proactively supported to take initiatives forward, such as providing pencil cases for pupils who do not have equipment for homework or making videos on the dangers of cyberbullying. Current association governors are part of the recruitment process for the next team, and so learn fittingly about application and interviews from an early age.

Safeguarding

- The arrangements for safeguarding are effective.
- The MAT and school leaders have ensured that safeguarding arrangements are fit for purpose and that records are of a high quality and detailed. Staff know how to keep pupils safe from abuse, sexual exploitation, radicalisation and extremism. There is a well-being team that meets weekly to make sure that the increasing numbers of pupils with complex needs are safe and secure in school. The team works determinedly, yet sensitively, with pupils, parents and external agencies to monitor and support the most vulnerable pupils. Safeguarding arrangements are secure and part of the school's culture.

Quality of teaching, learning and assessment

Outstanding

- Teachers assess pupils' progress continually and use the information to plan effectively for every pupil's needs. As a result, pupils are making rapid progress in every phase and year group. Any pupil who shows a lack of understanding receives immediate support and catches up quickly.
- The consistently impressive teaching, over time, leads to the sustained and substantial progress that pupils make, especially in reading, writing and mathematics.
- Skilled teachers and teaching assistants provide highly effective phonics teaching from day one in Reception. This enables pupils to read fluently, spell accurately and write meaningfully, with greater precision, as they move through school.
- Most pupils have very poor language skills on entry. Consequently, teachers model standard English continuously and help pupils communicate and enunciate correctly. Teachers use sign language throughout the school so that those who remain weaker for longer can express their thoughts and feelings confidently to staff. Most parents attend workshops on sign language so that they can communicate effectively at home and build their children's self-esteem. This is one example of the highly productive partnership between pupils, parents and staff that has led to the impressive progress pupils make in every aspect of school life.
- Mathematics teaching provides ample opportunities for pupils to apply their well-learned calculation skills to reasoning and problem-solving. This enables pupils to make significantly better progress than other pupils nationally in their end of key stage 2 test. Younger pupils, with lower ability and weaker communication skills, verbalise their answers to adults until they can write their responses. As a result, they do not miss out on their chance to reason mathematically when their literacy levels are low.
- Teachers' questions challenge pupils' thinking regularly. Teachers have very high expectations of pupils, which is why pupils progress so well. Equally, teachers clarify any misconceptions pupils hold so that learning is accurate and provides precise knowledge on which pupils can build productively.
- Pupils with highly complex SEND make very strong progress from their different starting points because of the highly skilled adults who work with them, as well as the effective teaching. Pupils with SEND who learn in the nurture provision, known as 'The Nest', develop very competently. The calm and orderly environment with individualised support makes this possible.
- Pupils make a significant contribution to the reports that parents receive about their children's learning. As a result, parents and pupils are very clear about what pupils know, can do and understand, as well as what steps to take next to secure even better progress.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- There is a motivating culture in the school, to which pupils react with verve and vigour, demanding more of themselves continuously.
- Leaders promote positive and celebratory messages about pupils' achievements, weekly in assembly. Pupils respond enthusiastically to this and work harder as a result. Pupils' confidence grows as they get older with more opportunities for acting in positions of responsibility. As well as associate governor positions, there are ambassadorial opportunities and roles such as bench buddies, who make sure no pupil plays alone if they don't want to.
- Pupils are proud of their work and their presentation is consistently of a very high standard. They are resilient in their learning and willing to correct and proofread work daily so that they achieve more continuously.
- Leaders' expectations for pupils' personal development are consistently high. The school won the Mayor's Award for Excellence for Healthy Schools for the outstanding personal, social, health and economic education. The food and nutrition provided, physical activities and the emotional health and well-being focus all ensure excellence in this aspect of the school's work.
- Aware of the focus on core subjects during the school day, leaders have ensured that pupils receive a rich diet of curricular opportunities which help them discover and develop talents and interests, such as bikeability and forest school. In addition, pupils join clubs that offer skills in sports, science and sewing. The outward-looking leadership team makes many links with local schools, businesses and creative specialists, to engender excellence at every possible chance. As a result, pupils gain skills and confidence through a thoroughly enjoyable span of activities which prepare them for all walks of life.
- Pupils have a clear understanding of the different types of bullying. They feel safe at school because leaders deal with any bullying very effectively. Older pupils have made their own videos about the inappropriateness of bullying and its consequences for the school community.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very respectful of the high standards within school and behave well throughout the day.
- Pupils work and play together exceptionally well, regardless of age and gender. Leaders have established a congenial school culture where every pupil has an overwhelming acceptance of diversity.

- Pupils' attendance has improved towards the national average year-on-year. There are stringent systems in place to deal with any non-attenders. Staff dealing with attendance work with families tirelessly to improve parental understanding of the importance of education, and this is very successful.
- Pupils' behaviour has improved exponentially this year. Exclusions have reduced to none in the last term and only two in the entire calendar year. There were four permanent exclusions last year and a very high rate of fixed-term exclusions. Association governors are part of the new restorative justice process and decide on what sanctions and consequences are appropriate when any misbehaviour, which is very rare, does occur. Pupils are reaping the benefits of outstanding behaviour in many ways and relish the tranquil and purposeful atmosphere that pervades the school.

Outcomes for pupils

Outstanding

- Most children enter school at least two years behind other children nationally in their development. Because of the carefully planned and structured teaching from Reception to Year 6, pupils make outstanding progress. They are achieving significantly better than other pupils nationally, considering their very low starting points.
- Within the very short time since the MAT has supported the school, pupils' progress has improved significantly, so that pupils are achieving in line with others nationally at key stage 2. Current pupils are ready and prepared for their secondary education.
- Teachers in Reception and Year 1 are highly skilled in enabling pupils to make rapid progress in their understanding of phonics. Pupils' achievement in the phonics screening checks are getting stronger every year and closer to the national average.
- Pupils read fluently and often, in a range of subjects and to a high standard, with comprehension appropriate to their age. Highly-skilled adults support pupils who struggle to read. As a result, pupils make excellent progress and catch up.
- Disadvantaged pupils make very strong progress from Reception onwards. Teachers understand their needs and meet them exceptionally well so that disadvantaged pupils' progress never falls behind others in school and nationally.
- Early intervention for pupils with SEND means that many pupils leave the SEND register during their primary school education. For the pupils who have education, health and care plans, precise identification of their barriers to learning, and adaptations made within teaching, ensures that they achieve remarkably well.
- Although pupils' attainment is low on entry, it is improving rapidly because of the strength of the teaching. The difference between the national average and pupils' attainment is diminishing speedily. Pupils in key stage 2 achieved a combined result for reading, writing and mathematics which was in line with the national average this year and last.

Early years provision

Outstanding

- Leaders have a very precise understanding of the strengths and weaknesses of the early years foundation stage. Teachers and adults receive expert professional development to make sure children make very rapid progress across the areas of learning from the start of the year.
- Transition arrangements are highly effective. Children spend several afternoons at school before entry in September. As a result, children are well prepared for school and staff are ready to support them very effectively from the start.
- Teachers assess children on entry accurately and provide the highest quality of support and nurture instantly. Consequently, children quickly adapt to their learning environment and settle to their tasks with concentration and an inquisitiveness that helps them learn more. Staff intervene immediately if any child's learning is slipping.
- Most children enter the school with very weak communication skills. As a result of highly intensive speech and language therapy, children learn to communicate effectively, and at an age-appropriate level, during the Reception year. Teachers ensure that children hear an abundance of stories and rhymes, and question them skilfully and sensitively, to develop their vocabulary and understanding.
- The very competent phonics teaching enables the most able children to read and write at an age-appropriate level, with more exceeding in their academic early learning goals at the end of Reception. Other children are catching up quickly because of the strong subject knowledge of staff in early reading development and oracy.
- Teachers plan carefully crafted and stimulating play and exploration activities. Staff take every opportunity to encourage children to apply their numbers and letters and sounds knowledge very effectively.
- Children are keen to learn and respond well to adults. They take responsibility for their actions eagerly. Children develop resilience and tenacity over an extended time, which prepares them well for Year 1 learning.
- Staff have very high expectations of what children can achieve during Reception. Children rise to these expectations. They share their learning experiences proudly with each other, and with teachers and adults.
- Children's personal and social development is strongly emphasised because of the high level of need of so many children. Teachers make sure they know the children very well from the start and set up activities where children can integrate, learn to share and take turns without fuss.
- Leaders have recreated a rich learning environment, inside and out, following a fire in 2017.
- Safeguarding and welfare procedures are very secure. Children are safe in a thoughtful and nurturing environment.

School details

Unique reference number	143403
Local authority	Bristol
Inspection number	10088283

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	373
Appropriate authority	Board of trustees
Chair	Michael Wemms
Headteacher	Kate Richardson
Telephone number	0117 903 0425
Website	https://harecliveacademy.e-act.org.uk
Email address	receptionHCL@E-ACT.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hareclive E-ACT academy is sponsored by the E-ACT MAT. The school joined the MAT in September 2016. The board of trustees holds the chief executive officer (CEO) to account, who, in turn, holds the regional education directors to account. The headteacher is held to account by the regional education director for the South West.
- This is a larger-than-average primary school.
- The proportion of pupils supported by the pupil premium funding is three times higher than the national average.
- The proportion of pupils with SEND is three times higher than the national average.
- The school is situated in one of the most deprived areas in England.

Information about this inspection

- Inspectors visited lessons, jointly with the headteacher, senior leaders and phase leaders.
- A wide sample of pupils' work was scrutinised.
- Inspectors talked with disadvantaged pupils and association governors, as well as with pupils informally across the site.
- Meetings were held with the headteacher, senior and middle leaders, the regional director and the CEO.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding and school evaluation.
- Inspectors took account of the 21 responses and 21 comments on the online survey, Parent View, and the 39 responses to the online survey for staff.

Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
Hester Millsop	Ofsted Inspector
Neil Swait	Ofsted Inspector

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